

HISTORY
OF THE
ILLINOIS INSTITUTION
FOR THE
EDUCATION OF THE DEAF AND DUMB
AT
JACKSONVILLE, ILL.

1838-1893.

*Presented by the ILLINOIS BOARD OF WORLD'S
FAIR COMMISSIONERS.*

JOHN MORRIS COMPANY, PRINTERS,
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MAIN BUILDING.

HISTORY

OF THE

ILLINOIS INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.

During the year 1838 Hon. Orville H. Browning, a resident of Quincy, Ill., while making a journey by steamboat on the Mississippi river, met an educated deaf-mute gentleman who interested him very much not only in himself but in the subject of deaf-mute education. Mr. Browning, a man of legal talent, was abreast of the times in all public educational and humane enterprises. Indeed he was rather ahead of his times in such causes. The interest once aroused in his mind on this subject did not abate. He at once entered into correspondence with Rev. J. A. Jacobs, Principal of the Kentucky Institution for the Education of the Deaf and Dumb, asking his advice as to the best method of procedure to establish an institution in Illinois. Mr. Browning, being a man whom his fellow citizens delighted to honor (he was often in the public service in various capacities as Congressman, U. S. Senator and member of President Lincoln's Cabinet), was a member of the Senate of the State of Illinois at the session of the General Assembly which convened at the capital (Vandalia) in December, 1838. He prepared and presented at that session a bill which became the charter of what is now known as the Illinois Institution for the Education of the Deaf and Dumb, though it was at first styled an asylum, as was common in those days. Mr. Browning's bill very clearly shows that he had the correct estimate of the character of such an institution as purely educational; and that the deaf-mute from being an infant in law, might, by educational instrumentalities, be advanced to the position of honorable and responsible manhood. That one having this just and proper conception should consent to style the proposed corporation an asylum seems strange. But this may be in a measure explained by the consideration that in practical affairs it is often necessary to defer to the unintelligent views that prevail in society. - There has always been and still remains a disposition to

regard institutions for the deaf as asylums. We can understand why this should be so in case of the earliest institutions for them, as previously they were held as little better than human brutes on whom the contempt and jeers of coarse minds were too frequently visited, or as infants incapable of rational acts, so that they did, indeed, require an asylum for their better protection, and to withhold them from the perpetration of unreasonable conduct that their ignorance often impelled them to. An uneducated adult deaf-mute is at once a pitiable and a dangerous character. Absolute solitude is one of the most dreadful conditions to which one can be subjected. A poet has sung

Oh solitude, where are the charms
That sages have seen in thy face?
Better dwell in the midst of alarms
Than reign in this horrible place.

Alexander Selkirk on the island of Juan Fernandez was scarcely more solitary than is an uneducated deaf person. The consequence is that his ceaseless, unintelligent introspection with the many taunts he receives, in time brings him to the verge of lunacy, ferocity or brutishness. As children they are as lovely and interesting as any others, but as adults they have only the infant mind, with manly passions and brute strength. Were there no schools for their education, the asylum for their protection and restraint would, indeed, be of the first importance. This was always obvious even to the careless thinker. Hence it is easy to perceive that when the first movements were proposed for their amelioration, the asylum idea should be first and uppermost in the public mind. Though scarcely more than twenty years had elapsed since the first efforts to instruct the deaf and dumb had been made in America, yet Mr. Browning in his bill showed a conception of the nature of the work to be done quite in advance of the popular idea. Section third of his bill says: "The object of said corporation shall be to promote by all proper and possible means, the intellectual, moral and physical culture of that unfortunate portion of the community, who, by the mysterious dispensation of Providence, have been born, or by disease become deaf, and, of course, dumb; and by a judicious and well adopted course of education, to reclaim them from their lonely and cheerless condition, restore them to the rank of their species, and fit them for the discharge of the social and domestic duties of life."



Yours sincerely
Philip G. Gillett

Mr. Browning's bill passed the Senate without a dissenting vote, and passed the House of Representatives by a large majority and was approved by Governor Thomas Carlin, February 23, 1839. For the support of the institution the bill appropriated one-quarter per cent. of the interest upon the whole amount of the school, college and seminary fund; thus most intimately connecting the new institution with the school system of the State, since its maintenance came from the same funds from which the public schools derived theirs. The theory was that the deaf-mute children of the State had as good a right to a portion of school funds as those who were more favored. Certainly a most enlightened view.

In securing the passage of this bill Judge Browning was promptly assisted by the Senators and Representatives from Morgan county, among whom were Hon. William Thomas, Hon. Newton Cloud, and Gen. John J. Hardin. Gen. Hardin died on the battle-field of Buena Vista. Messrs. Thomas and Cloud were fast friends of the institution till far advanced in life. Never has a nobler type of honesty and magnanimity been in public life than Rev. Newton Cloud. When very far advanced in life as a member of the House of Representatives, a patriarch among the younger members, who delighted to honor him, he still gave to the institution his best service, and to his dying day delighted to visit it and rejoice in its growth and success.

The first Board of Directors of the Institution named in the act of incorporation comprises a galaxy of brilliant names in the history of Illinois. Thomas Carlin, Thomas Cole, Joseph Duncan, each at different times governors of the State; Samuel D. Lockwood, Samuel H. Treat, Cyrus Walker, eminent jurists and judges of the Supreme Court; William Thomas, repeatedly a member of the Legislature, and many years a member of the Board; Julian M. Sturtevant, President of Illinois College, and one of the foremost educators of the State; Otway Wilkinson, Dennis Rockwell, George M. Chambers, and Matthew Stacy, men who to the close of life enjoyed the highest confidence of their fellow citizens. In this connection there is but one cause of regret, which is that the name of Hon. Orville H. Browning does not appear. No name might more fittingly have appeared. But the act was drawn by Judge Browning, and the modesty that accompanies merit caused him, while naming others to omit himself. Strange that some one did not move to insert his name in the bill; but though never actively and officially

connected with the institution, he never ceased to entertain for it the liveliest interest as was manifested by his sending to it valuable public documents while he remained in public life, and by his earnest inquiries concerning its work until his earthly career terminated. Judge Browning's complete disinterestedness in the subject is manifested by his naming another place for the location of the institution than the city of his own residence. The best and most convenient location was the one he desired, and as Jacksonville seemed in those days (preceding railroads) to combine most advantages, he named that city in the act, only stipulating that the citizens should provide a site comprising not less than five acres of land. The omission of his name is the more to be regretted since we may hope that had he been one of the Board of Directors seven years would not have elapsed before the school would have been opened for pupils, as was the case.

On the 29th of June, 1839, a majority of the directors named in the Act of Incorporation met in Jacksonville and proceeded to organize. Gen. Joseph Duncan was elected President, Samuel D. Lockwood, Vice-President, Otway Wilkinson, Treasurer, and George M. Chambers, Secretary. Gen. Duncan was a most suitable man to be placed at the head of any educational enterprise, having, in addition to his experience in Congress, and as a general in the Black Hawk war, had the honor of being the author of the first school law of the State of Illinois. He was a man of large views, of noble impulses and public spirit. Gen. Duncan continued President of the Board until his demise, when he was succeeded by Col. James Dunlap, July 1, 1845. Col. Dunlap had been elected a member of the Board February 16, 1842, vice Thomas Carlin, resigned. He had, at the incipency of the enterprise, shown a deep interest in the institution, having made the largest subscription toward the purchase of land required by the Act of Incorporation. He was continued in the Presidency of the Board as long as he remained a member of it. His interest in the institution continued until the close of his life. One of the last acts of his life was on his death-bed, to send for the superintendent of the institution and talk with him upon matters connected with the institution. Col. Dunlap was a man who devised liberal things and undertook large enterprises. There have been but few, if any, more public-spirited citizens in Illinois than Col. James Dunlap.

With such men as have been named in the Board of Directors



SCHOOL AND CHAPEL BUILDING—AUDITORIUM AND TWENTY-NINE ROOMS.

it seems strange to us at this distance of time that two years and a half elapsed before a site had been secured for the institution, and that seven years should pass before any deaf-mutes had been admitted to its halls, or any instruction given them, and then to only four pupils. But it is due to the good men of those times to remember that the grand scheme of internal improvements which had been inaugurated in 1835 had collapsed, leaving the State overwhelmed with debt, its bonds and State warrants far below par, and hard times prevailing with a severity of which the active generation of to-day have no knowledge. The first and uppermost thought of the citizen then was to extinguish the debt of the State, and of the people to secure their homes. It is also true that a great system of State institutions, such as now form so important a part of every State government, was then unknown.

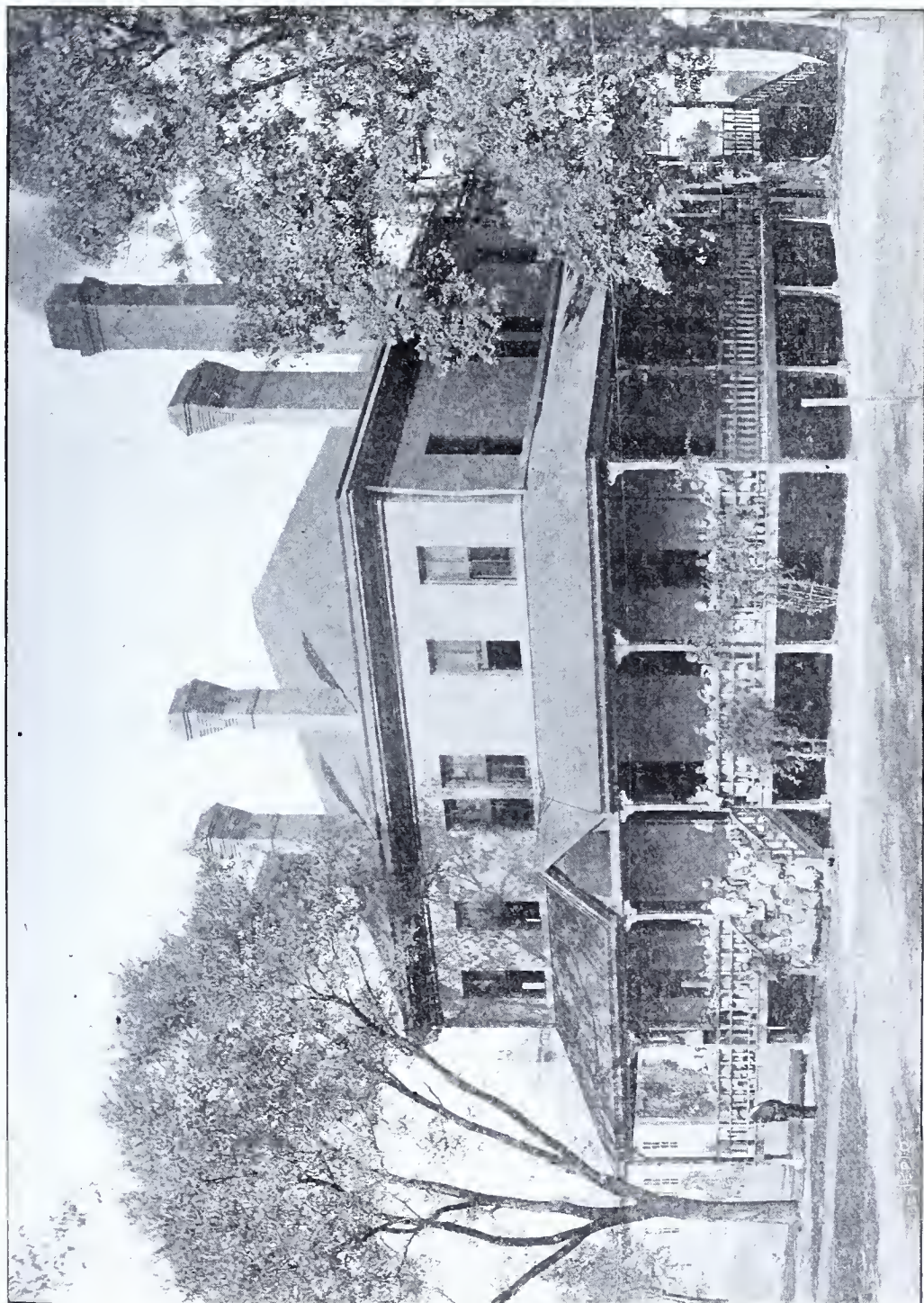
This was the first institution established by the State for the alleviation of misfortune, and upon it fell the task of arousing the public mind to the practicability and importance of public beneficence, and of the extent of the demand for it, as well as the unavoidable outlay necessary in its prosecution. Institutions for the education of the deaf and dumb have this distinction in almost all States of the Union. The American Asylum (for the education of the deaf and dumb) at Hartford, Connecticut, opened in 1817, was the precursor of all those great institutions for the Deaf and Dumb, the Blind, the Insane and the Feeble-minded, that form so large a department of the government of all the States of the Union, for whose support, in some States, more than half of the public expenditure is made.

In view of these facts it is not at all strange that, in the third decade of this century, and only twenty years after the first institution had been established in the old and well-peopled east, that a new and young State should proceed in a manner that now seems to us, in the light of seventy years' experience, quite slow. But, though the progress of the first few years was slow, it was determined. That such a humane work should be commenced immediately on its suggestion, though at a time of most distressing financial depression, is greatly to the credit of the men of those days. It seems to one reviewing it like a turning away from the wild speculation of a few years before, when, as a historian of the State says, "The fever of speculation rapidly advanced in intensity until the fever developed into mania, reason was dethroned, and the folly of inflation

held high carnival," to the more honorable work of caring for those who could not care for themselves, in practical obedience to the Divine command, "Thou shalt love thy neighbor as thyself." Obedience to the Divine command was speedily followed with the blessing of Providence, and the State of Illinois at once entered upon a career of prosperity, slow indeed at first, but unremitting in growth and increasing in rapidity that is the marvel of the world. "Them that honor me I will honor," has been shown to apply to the State as well as to individuals. The State can in no more forcible manner acknowledge the Creator than by beneficence to the needy and helpless.

There are two beneficent results accruing from the instruction of the deaf and dumb by the body politic. First, to its subjects who are elevated to a plane of enlightenment in which they can enjoy the noblest pleasures of family ties and social life, and secondly, to the State which thus secures for itself intelligent, self-reliant citizens instead of ignorant dependents who, otherwise, for the term of their natural lives, would be an incubus upon society in some form. It costs less to educate the deaf child, maintaining him for a few years, than to care for and to support him for several decades as a man but little elevated above a brute. The sum of money expended by the people of Illinois in the support of its Institution for the Deaf and Dumb is large in the aggregate and is easily computed, but what the expenditures by society for its beneficiaries would otherwise have amounted to, being made in innumerable driblets, no one can compute with certainty, but certzin it is that the sum of all these would far exceed the former.

Let it not be supposed that between the incorporation of the institution in February, 1839, and its opening in February, 1846, that the Board of Directors had been unmindful of their trust. There were frequent meetings of the Board and its Prudential Committee during those years. A building, then deemed ample for many generations, was erected and paid for. To effect this result in times of financial depression, so severe that Auditor's warrants were sold as low as thirty cents on the dollar, was a matter of such difficulty as the present generation knows nothing of, when the State Treasury contains a surplus, the State debt is all paid, and holders of its bonds refuse to present them for payment. The building erected was eighty-six feet long, fifty wide, three stories and an attic high. The writer has been told that by some it



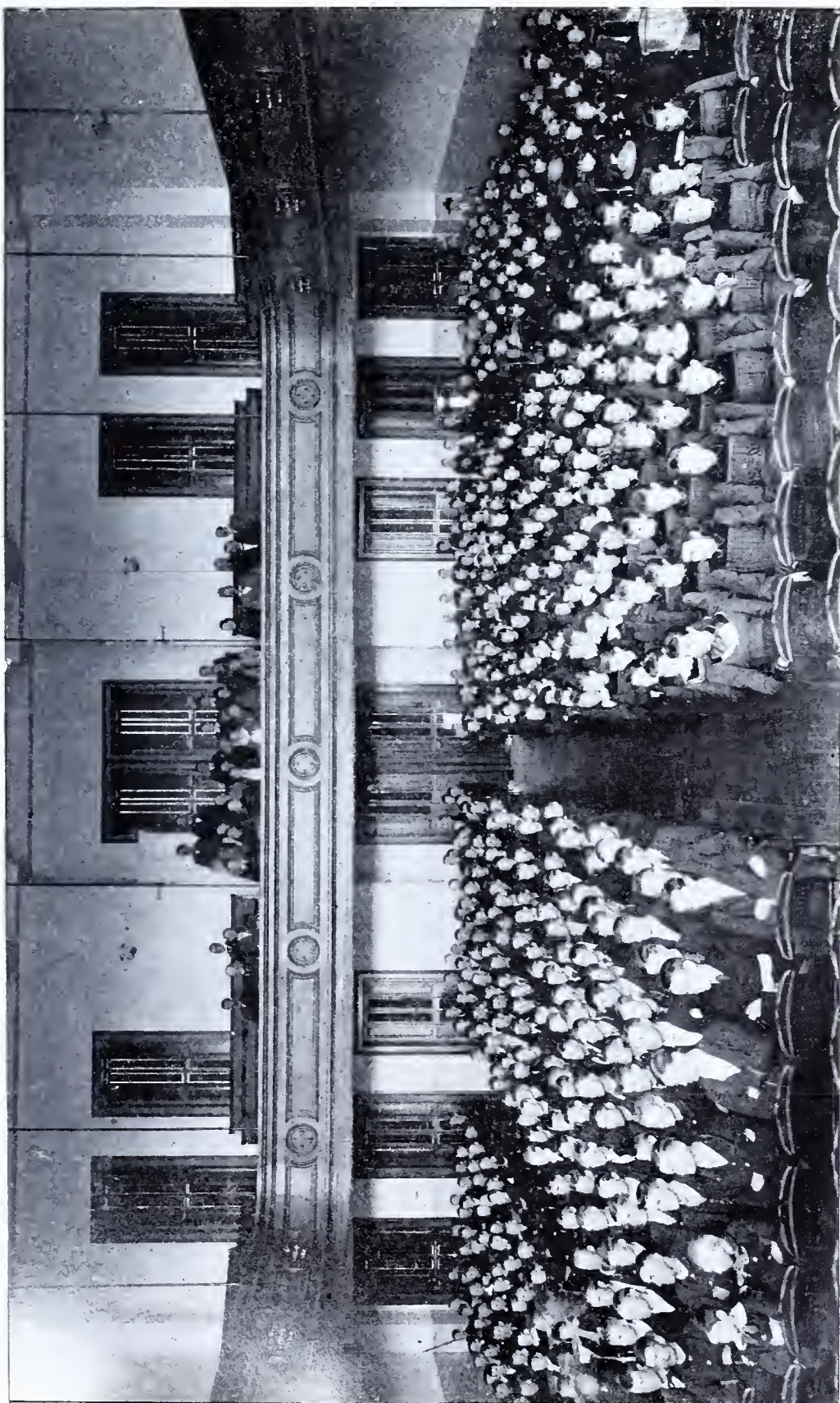
LITTLE GIRLS' COTTAGE.

was then regarded as far beyond all the requirements of the next hundred years, and sometimes derisively styled the State's folly, so little was the demand for such an institution understood. Not a vestige of that building remained after thirty years. Could the men of that day, with prophet's ken, have looked down the vista of only forty years upon the great and beautiful structures that now succeed theirs, it would have seemed to them that they were viewing the baseless fabrics of a dream. But in their day they planned and labored as hard as we have since, and practiced far more self-denial than has fallen to our lot. During the summer of 1845 eight rooms of the building were finished. With these the Board of Directors felt that they would be able to open the school. They were now brought to the most serious and important duty that could come to them. In all that had thus far devolved upon them in their respective spheres of life the members of the Board were as wise and as sagacious as any body of a similar number that could be gathered in Illinois or any other State. They were, as already seen, men eminent at the forum, in the halls of legislation, in agriculture, the pulpit and the arenas of trade. They were fully cognizant of the necessity of the greatest prudence in the selection of a principal whose success or failure in the conduct of the institution would make effective or paralyze all they had thus far done, thus bringing credit or mortification to them. There is probably no position in society in which a man more surely requires technical skill, based upon years of actual experience, than does the position of superintendent or principal of an institution for the education of the deaf and dumb. The gentleman who first, in America, undertook this peculiar work, prepared himself by long previous study, investigation and work in institutions of foreign lands, and then, not until he succeeded in inducing a man of still longer experience in a European institution to assist him in his new work, did he actively enter upon it. The first instructors of the deaf and dumb in America were all college-bred men of the most brilliant attainments, and of ability that would, and did in some cases, achieve success and distinction in the most exalted walks of life; some in college faculties, some in divinity, some in law, and some in authorship. No profession—for the instruction of the deaf is as truly a profession as law, medicine, theology or art—was ever inaugurated by a better class of men or style of mind than was this. Its pristine dignity it has maintained as well as any other profession. That

some individuals have been improperly admitted to it is not to be denied. Still more regretful is the fact that there have been foisted upon it some incompetent and unsuitable persons as a reward of party service. But this has not, in any case, been by the influence of members of the profession, but in spite of them. Repeatedly has the high-toned and expert instructor felt the tinge of shame and indignation when he has seen his loved and honorable profession made a shuttle-cock to be bandied back and forth by party heelers as though it was legitimate party spoils. If the "boodler" could be of some service, the case would not be so shameful, but he not only can do nothing in his new sphere, but he is actually an obstacle who can only strut around, hold down an office chair and draw a salary he has not earned. To direct the benefactions of a generous people, appropriated by them for a noble purpose to such use, lacks but little, if any, of the essential spirit of knavery and robbery, even though it is done under the forms of law. It is impossible to conceive of anything more absurd than to place in charge of a company of youth, to direct their morals, manners, instruction, and look after their welfare, one who can not even ask after their ailments in sickness, or give them a word of comfort in trouble. This iniquity, it is due to say, has not often been practiced anywhere, and never in connection with this institution.

The Board of Trustees have from the first recognized and acted upon the principle that so sacred a work as superintending such an institution, should be intrusted only to one who was versed in the work of instructing the deaf, who could communicate with them in their own language since they can not use ours.

Before the building was ready for occupancy the Board had appointed a committee to seek for a thoroughly competent man to take charge of the new institution at its opening. Extensive correspondence was opened with institutions in other States with the result that Mr. Thomas Officer, who five years preceding had been engaged as a teacher in the Ohio Institution, was elected principal. It is quite surprising that the records of the Board and the reports of the institution make very little reference to Mr. Officer. So far as they are concerned it would only appear that he was employed at a meager salary, and after a period of nine years withdrew from the institution. The writer, as his successor and from some personal acquaintance, and from inquiry of his coadjutors and comrades both in the Ohio and in this institution is prepared to say



PUPILS IN CHAPEL—OVER FIVE HUNDRED PRESENT.

that the Board made a most happy and fortunate selection for their first principal. Mr. Officer was well posted in his profession, to which he was an ornament, was a good teacher, a fine executive, with pleasant, genial bearing, eminently becoming the Christian gentleman. He had an urbane and winning manner that ingratiated him instantly with all well-disposed persons and soon fixed him in their confidence. While the earlier reports of the institution after his advent make very little reference to Mr. Officer, the subjects they discuss and the manner of their discussion, is so different from those preceding them as to clearly show that they are inspired by a mind such as previous reports have not felt the influence of. That mind could have been no other than Mr. Officer himself, though his name was not attached to them. In March, 1849, Mr. Officer was elected secretary of the Board, and in that capacity prepared and signed the last three reports of the Board before the time of his departure from the institution. This statement will readily explain the fact of so little reference to him in the printed reports of the institution.

Mr. Officer arrived in October, 1845. Necessary arrangements for opening the school were made, such as providing furniture and the appointment of a steward, and the first day of December fixed upon as the date for opening the school, notice of which was published in the newspapers throughout the State. The day for opening came, but no deaf-mutes came with it. Accordingly, Mr. Officer started out on a search for them. In the course of several weeks twelve were found whose parents promised to send them, but at the designated time they failed to put in an appearance. However, by the last of January, 1846, four had reached the institution, and in the month of February, seven years after the passage of the bill establishing the institution, it began its noble work. Accessions to the number of pupils were made during the next spring so that during the first term there were nine deaf-mutes admitted. This seems to us now a small beginning, but other institutions had before this been opened with small numbers; the American Asylum with but six; the Pennsylvania with seven; the Ohio Institution with three, only six more during its entire first year; the Tennessee Institution with nine, and the Indiana Institution with six. Hence, the directors, nothing daunted, sent out on a tour of search the superintendent during the summer vacation. His success in securing promises of attendance were so encouraging that an additional teacher was

employed for the new term which was to open on the 17th of September. During the fall and early winter there were five accessions, so that in its second term fourteen pupils were enrolled, some being quite tardy in their arrival. In their report made at this time, December, 1846, the directors state to the General Assembly that if the means to complete the building were supplied they could also admit the deaf-mutes of Missouri, Iowa, Arkansas and Wisconsin to a participation in its advantages. Except Arkansas, all of these States did, in a few years, send deaf children to this institution for instruction.

A regulation that seriously impeded the growth of the institution in its early history was one which had a similar paralyzing effect on institutions in other States, namely, a provision that required parents of deaf children who could not command the means to pay for their tuition and board to make an affidavit to that effect before a justice of the peace who should then certify to that fact. In recommending the repeal of this provision the directors say: "The only effect in requiring these certificates, so far as we can see, is to deprive many of those who are actually too poor to pay for the advantages of the institution. Many parents, though barely able to provide food and clothing for their families, can not bring themselves to submit to the disagreeable task of going before justices of the peace and asking for certificates of poverty." During the year 1846 earnest efforts were made to ascertain the number, names and residences of the deaf and dumb within the State by personal exploration of the State, circulars of inquiry to census commissioners of 1845, and to clergymen of various denominations, by which means the names of one hundred and sixty were obtained of whom but six or eight were in circumstances to pay for their support at the school. These efforts in time bore fruit, though probably not as soon as was expected.

In the fourth biennial report, December, 1848, only three years after the opening of the school, the directors find that the building that in their first report they had stated would answer for many years to come, and in their third report had intimated its adequacy for the deaf-mutes, not only of Illinois, but also for those of Missouri, Iowa, Arkansas and Wisconsin, was now quite crowded, though only sixty pupils had been received, ten of whom were from Missouri and one from Iowa. They accordingly applied to the General Assembly for an appropriation of ten thousand dollars to extend the



AN ART CLASS.

buildings by the erection of a main building to which the existing structure should be a wing. For most other purposes the building then in use would have been adequate for a much larger number of persons than it then served. Such a multiplicity of things must be done for the deaf and dumb in the course of their education that they require more room than any other class of people. Separate provision must be made in sitting-room, dining-room, bed-room, school-room, chapel and shop, so that at the very infancy of this institution, for each one six separate and distinct provisions had to be made, besides those provisions which can be used in common such as kitchen, bath-rooms and lavatories and laundry.

With the coming of new classes at the opening of each school year it became necessary to employ additional instructors. At the outset the directors clearly determined that their policy should be to employ only competent instructors with previous experience in this peculiar work. The principle that had governed them in the selection of a principle they adopted as a governing one in the appointment of subordinate officers. In the fourth biennial report, the second after the opening of the school, the directors wisely say, "In the employment of instructors the directors have endeavored as far as possible to engage none but those possessing the very best qualifications, and it is their design to continue in future to act upon the same principle. The difficulties to be encountered in teaching the deaf and dumb are such that persons possessing even the best common education could be of little service. We deem it, therefore, of the highest importance that the instructors be men possessing a thorough education." No profession or vocation in life more seriously demands skillful training and protracted experience than the profession of deaf-mute instruction, and yet it seems impossible to make many people understand this. No one would seriously think of placing a piece of fine goods in the hands of a novice to make a garment, yet the importunities sometimes made to place a mere tyro in charge of a class of children to practice on their minds for a term of years until he acquires skill would be amusing were they not astounding. It is a pitiful scene to witness the blunders of a novice in his efforts to instruct a class of deaf-mutes. The intentions are good and the well-meant efforts are the best he can do. If the loss resulting from his mistakes was visited upon the tyro it might be patiently tolerated, but, alas, it falls upon the deaf-mute child whose golden moments are being wasted. A

thoroughly educated young person with a natural aptitude for teaching can not become fully equipped for this work in a shorter time than seven years, and even then will, if honest, confess that he has but just entered into acquaintance with the profession and is but beginning to get a view of its philosophy and scope and the immense difficulties it involves. The loss of a capable teacher is a calamity to an institution, while to gain one is a stroke of good fortune indeed. This institution has been compelled to train and induct some young persons into this work who, in process of time, have become thoroughly efficient, but whenever able to do so, has drawn them from elsewhere. Upon the institutions in ten States we have at various times made drafts.

When the school was first opened the policy was adopted of entrusting the domestic department to a steward, allowing him a stipulated sum for boarding each pupil. This plan was continued for two years, when, being found unsatisfactory, it was discontinued and the steward was made an agent of the Board. He was, however, continued an independent officer amenable only to the Board. This arrangement makes an institution a double-headed affair, in which there will inevitably be conflict and misunderstanding. It has been tried in most, if not quite all public institutions with the same results. It has seemed almost as inevitable for an institution to pass through this experience as for children to be attacked with colic, measles and whooping-cough. It is a principle that everywhere else is universally condemned as subversive of order and system. As well undertake to wage a war with two generals to an army, or send a ship on a voyage with two captains, as to undertake to successfully operate a public institution with two heads by whatever titles they may be called. This plan was followed in this institution for eight years with such friction that the Legislature by legal enactment, regardless of the Board of Directors, abolished the office of steward and placed the institution under the sole management of one head. Had this sensible and reasonable plan been entered upon at the outset a vast amount of unnecessary animosity and wrangling would have been avoided. This action of the General Assembly was upon a recommendation of a special committee appointed to inquire into the difficulties and troubles that had so long disturbed the institution. This was a joint committee from the Senate and House of Representatives, of which Senator Robert Boal, then of Marshall county, but later of Peoria, Illinois, was chairman. Dr.



AN ARTICULATION CLASS—ONE OF THIRTY-NINE.



AN ARTICULATION CLASS—ONE OF THIRTY-NINE.

Boal was soon after appointed a member of the Board of Directors, which relation he sustained for seventeen years, part of the time being President of the Board. Dr. Boal's influence on the institution was most enlightened, helpful and progressive.

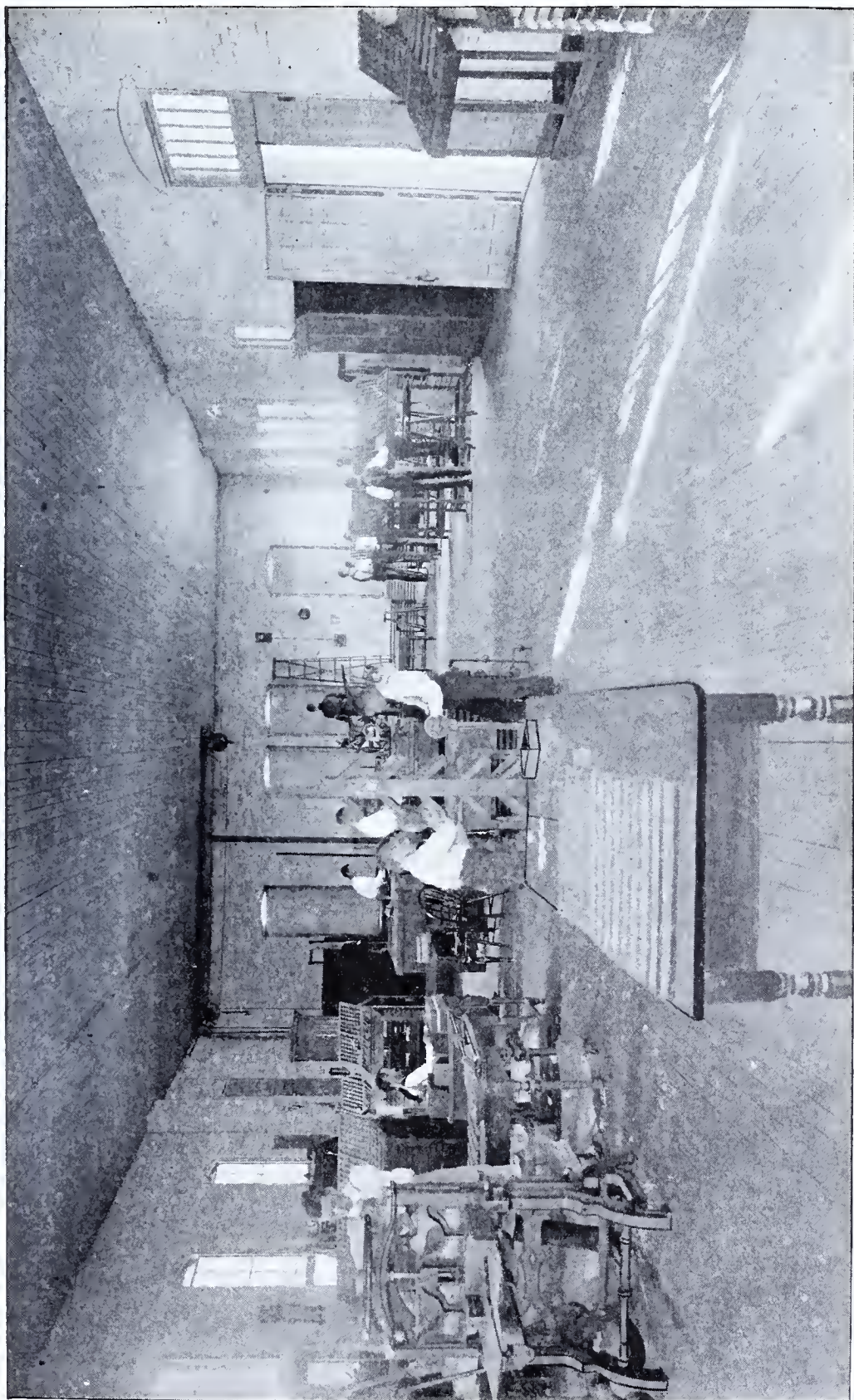
The subject of industrial training secured immediate attention upon the opening of the institution. The pupils when admitted in those days had already become stout youth and were well able to perform physical labor. The boys were required to pass a portion of each day in doing such chores as sawing, splitting and carrying wood, and working in the garden. The girls were taught various kinds of housework and sewing, but there was soon developed the necessity for trades as a department of systematic instruction. The first teacher who was permanently employed, Mr. Nathan M. Totten, while a pupil of the New York Institution had acquired some knowledge of cabinet-making. In May, 1848, the Board purchased an inferior frame structure which they hauled upon the grounds of the institution. In the following month Mr. Totten, in addition to his labors in the school-room, began the instruction of male pupils in the cabinet-maker's trade. About this time some sporadic work was done by pupils at shoemaking, but not till October, 1857, was the instruction in this trade systematic and regular. The directors in their fifth report, December, 1850, speaking on the importance of trades in an institution for the deaf and dumb speak so wisely that it is fancied a more lucid and satisfactory statement of the whole question has seldom, if ever been made.

"The more we see of the practical workings of the plan of connecting manual labor with mental and moral instruction, of calling into exercise the physical energies, and directing them to some definite and useful object, while the intellect and heart are being trained, the more we are convinced of its importance and practicability. Without some regular employment, requiring bodily exercise, many neglect to take such an amount of daily exercise as is necessary to a healthy condition of the body, or to a vigorous exercise of the mind. Although at times the ordinary games and sports of youth, in which the deaf and dumb engage with as much zest as others, would seem to afford an abundance of healthy exercise, yet these all in turn become wearisome to the most lively and playful, and frequently for weeks together they seem to take no pleasure in them. This want of exercise superinduces listlessness, low spirits, discontent, dissatisfaction, and other kindred feelings, which

are utterly incompatible with success in the great object for which they are assembled together.

Another advantage gained by the connection of manual with intellectual labor is, that there is much less liability to disturbances and irregularities of conduct among the pupils after school hours. This, among a large number of youth, is a matter of no small consequence. Possessing, as mutes do, all the varieties of disposition as exhibited by others, it would be unreasonable to expect harmony and good conduct among so many, if left without regular employment during the hours necessarily devoted to exercise and recreation. Frequent disputes and difficulties would unavoidably arise. Furnishing them with some stated occupation during a portion of those hours is the best security against these difficulties. No serious disturbance has ever occurred among the pupils at the Illinois Institution, and it is chiefly to be attributed to the fact that they are thus occupied.

“ But the chief advantage remains yet to be mentioned. It is that the pupils thus acquire habits of industry, which are of great value to them in after years. In comparison with this it is a small matter that a few dollars are saved annually to the institution by the labor of the pupils. The attainment of this object would, we think, justify the outlay of considerable sums, if necessary; for unless such habits are formed before leaving school, it is greatly to be feared that, in view of the difficulties which a mute has to encounter in getting employment, many of them will lack the energy and tact necessary in providing for themselves. Failing in this they will lose their self respect and will be too apt to become wandering beggars, living upon the charities of others. Wherever there is a mute in the family it almost universally calls forth the tenderest sympathies of the parents. Feeling that they can not reason with it as they can with their other children, about right and propriety, they too often allow it to grow up almost entirely without restraint, requiring of it no more labor than seems agreeable to its own feelings. If the habits of indolence which they thus form are allowed to continue during the whole period of their attendance upon school, by the time that they are ready to go forth from the institution, these habits will have become so fixed that there will be little prospect of their ever being entirely eradicated. When, moreover, it is considered that the pursuits upon which a large majority of them must depend for earning a livelihood are of that class which re-



EAST END OF PRINTING OFFICE.



quires considerable physical exertion, we can not but regard manual labor, and the training to habits of industry, as a necessary part of the system of education which should be adopted in all such institutions.

“In the accomplishment of this object, shops are an indispensable requisite. Without them it would be impossible to furnish many of the pupils with regular employment, and besides, their energy should, as far as practicable, be directed to the acquirement of some useful occupation. The aim and purpose of every institution for the deaf and dumb should be to prepare the pupils in every respect—physically as well as mentally and morally—for becoming good and useful citizens, supporting themselves by their own exertions, without being dependent upon the community at large or their friends. To this end not only should industrious habits be formed, but opportunity should be given for acquiring practical knowledge and skill in some honest and useful calling. An institution which makes no such provision fails to discharge an important duty which it owes to the deaf and dumb. For, however good their education may be in other respects, when they go forth from the institution, unless they have also acquired some considerable knowledge of a trade, experience proves that few tradesmen will take the pains necessary to impart that knowledge to them. The difficulty does not arise from any want of aptness on the part of the deaf and dumb to learn trades; on the contrary, their ingenuity is proverbial; but it arises solely from the inconvenience which necessarily attends the communication of ideas on the part of those unacquainted with the sign language. This makes it important that trades be taught them at the institution, where, through the medium of their own natural language, instruction in mechanics can be imparted to them as readily as any other kind of instruction.

“As there is the same diversity of talent and taste among mutes as among hearing and speaking people, it is important that several trades be established at the institution. Those who can not succeed in one trade may be found to excel in another, and it would be well to give them an opportunity to make a selection from several pursuits.”

In their fourth report the directors made two important recommendations to the General Assembly, which, by an act approved February 3, 1849, were carried into effect. The first, changing the name of the corporation from the Illinois Asylum for the Education

of the Deaf and Dumb, to the Illinois Institution for the Education of the Deaf and Dumb, and the second, providing that section 7 of the act of incorporation which required certificates of poverty from all who were unable to pay tuition and board, should be repealed, and that the institution be made free to all within the bounds of the State. The Board, in urging the latter change, state: "The only effect of requiring these certificates, as far as we can see, is to deprive many of those who are actually too poor to pay, of the advantages of the institution. Many parents, though barely able to provide food and raiment for their families, can not bring themselves to the disagreeable task of going before two justices of the peace and asking for certificates of poverty."

Funds for the support of the institution and for making improvements were supplied first by a provision of the act of incorporation which set apart one-quarter per cent. of interest upon the whole amount of the school, college and seminary fund, for the use of the institution, and secondly, by an act approved, February 23, 1847, making a permanent appropriation of three thousand dollars per annum for the same purpose, and thirdly, by special appropriation for specific purposes until the year 1851. In the meantime, the Illinois State Hospital for the Insane, and the Illinois Institution for the Education of the Blind, had come into existence and were sustained by a special tax which gave to them an assured stability very desirable, and one which this institution very greatly needed for its more confident progress. The vicissitudes that always attend an appropriation before a Legislature are seriously distracting, not only to a board of trustees and superintendent, but also to all subordinate officers who can not be oblivious to the fact that an oversight or a clerical error may subject them for two years to weighty inconvenience, if not to the entire loss of the means of subsistence; and to the pupils also, who are well aware that the entire course of their life may be changed to their very great and lifelong disadvantage and perhaps discomfiture. It is as true of deaf-mutes as of others, that for the best results of school work their minds require the absence of distracting anxieties and disturbing influences. It is entirely an error to suppose that the pupils of such an institution take no thought upon these subjects. Indeed no other class of students enter more fully into all that affects their instructors as well as themselves. The directors in the fifth report presented this subject to the General Assembly and recommended

that the institution thereafter should be sustained by special tax.

“The directors would respectfully urge upon your consideration the propriety of establishing the institution upon a more permanent basis. Although the Institution for the Deaf and Dumb was the pioneer of the three noble State charities amongst us, yet, while the other two have a permanent fund upon which to rely for their support from year to year, this institution is obliged to solicit special appropriations at every session of the Legislature. We have no cause to complain of any want of liberality on the part of the Legislature toward the institution; on the contrary, we are proud in being able so say that no appeal has ever been made by the institution but what has been met by a hearty response from both branches of the General Assembly. Still we can not but feel that there is a degree of uncertainty and instability necessarily connected with this method of supporting the institution, which is a disadvantage to it. We would therefore beg leave to recommend that the institution be supported either by an appropriation which shall be annual and sufficient to cover at least the ordinary expenses, or by a special tax, as is the case with the other two institutions. Of the two methods proposed, the Board would prefer the latter, as it would relieve them of the responsibility and embarrassment connected with the disposal of so large an amount of auditor’s warrants, and as the institution would thereby become more extensively known throughout the State than by any means of publication within the power of the Board.”

This subject was favorably considered by the General Assembly and an act approved April 18, 1857, provided:

“That for the purpose of defraying the ordinary expenses of the Illinois Institution for the Education of the Deaf and Dumb, a separate fund is hereby created and established, in addition to the fund provided for in the act of incorporation to be denominated, ‘The fund for the Education of the Deaf and Dumb,’ which shall consist of one-sixth of a mill upon each dollar’s worth of taxable property in the State, to be taken and deducted from the tax of two mills on the dollar, authorized to be assessed and collected for paying the ordinary expenses of government by the act passed on the first day of March, one thousand eight hundred and forty-five, entitled ‘An act to provide for paying a portion of interest on the State debt,’ and as the revenue of the State is collected and passed into the treasury, the Auditor shall direct the Treasurer to credit

the aforesaid fund by the amount of one-sixth of a mill, in a separate account to be kept for that purpose."

Such a provision for the support of an institution is the ideal one, so far as the institution itself is concerned, but whether this does not in a measure estop the frequent exhibit to the people of its workings and prevent the recognition of the accountability which should never be forgotten by public officers, may be seriously questioned. As the manager of an institution, one should most unhesitatingly favor it, but as a citizen and taxpayer one would object to it. But whether the wisest or not, the law under consideration was continued in force only four years, being repealed by an act amending the revenue laws, February 14, 1855, since which time its necessities have been provided for by special acts of successive sessions of the General Assembly, with the exception of the small amount that accrued to the institution in pursuance of the act of incorporation, which set apart to it, as already detailed, a small portion of the interest of the school, college and seminary fund. This, however, was taken from it and turned over to the Illinois Normal University in the year 1872.

Reference has been made to the conflict between the principal's and steward's departments, which resulted in the dismissal of three stewards by the Board and the abolishment of the steward's office in all the institutions of the State by an act of the General Assembly, February 13, 1857. The events that led up to these dismissals and this enactment were attended with very unpleasant controversies between the friends of the parties most interested. Bitter antagonisms, as was inevitable under such circumstances, were engendered which could not be suppressed. The consequence was that after the failure of repeated efforts to harmonize the discordant elements in the Board of Directors, and in the institution, that on the 16th of October, 1855, Mr. Thomas Officer resigned the office of principal of the institution. This was shortly followed by the resignation of the secretary and treasurer, and by the withdrawal of two members from the Board. Rev. Thomas M. Newell, who had been one of the instructors for four years, was offered the office of principal, but declined to accept it or even to superintend the school until a competent principal could be found. The institution being without a competent head was thrown into great confusion; the pupils most of them absconded, or were removed by friends; some teachers withdrew, and others, having nothing to do,



CABINET SHOP.

were dispensed with, only two remaining to instruct the few pupils who had continued at the institution. Rev. Newton Cloud, a member of the Board, a gentleman held in the highest esteem by the entire community, was requested to accept the office of principal, and was by action of the Board clothed with all authority pertaining to that position. Mr. Cloud consented to do the best he could under the demoralized condition of affairs, but knowing himself not qualified for the position, and being too honest to hold a position he could not faithfully and efficiently fill, would only consent to occupy it until a competent principal qualified by professional knowledge and actual experience could be obtained to discharge its duties permanently. Soon after Mr. Officer's resignation a committee of five members of the Board was appointed, "to ascertain who can be employed to act as principal of the institution," but the withdrawal of the chairman of the committee from the Board and other causes prevented their doing anything in the matter. After reorganization and some futile efforts to act, the committee, upon their own request, were discharged, and the president of the Board was requested to visit various institutions in search of a competent man for the position. After a search of two months he returned and recommended to the Board Mr. Edward Peet, of New York, who was unanimously elected and notified thereof, and requested to enter upon his duties as principal of the institution without delay. Mr. Peet promptly appeared on the ground, and a meeting of the Board was convened at his desire to conclude negotiations, but when the Board convened, to their surprise Mr. Peet had "quitely folded his tent" and returned to New York without waiting to meet the gentlemen of the Board, some of whom lived in remote places in the state. Mr. Peet, however, favored the Board with a letter from his home in New York declining to accept the appointment. The President of the Board was instructed to open immediate communication with Mr. Philip G. Gillett, of the Indiana Institution, with whom he had some negotiations while on his way to the East, and who had failed to receive an important communication forwarded him by mail several weeks before. The President carried out his instructions by deputizing Rev. Newton Cloud, the acting principal, to personally visit Mr. Gillett at his home in Indianapolis and close an engagement with him if possible. Mr. Cloud, who had grown weary of the novel labors he had undertaken and had become satiated with its

honors, lost no time in making the proposed visit and bringing back with him the young man in search of whom he was dispatched. Mr. Cloud having captured, wisely bagged his game and took him at once to the institution, where he was safe from any evil influences that might tend to scare him away. Mr. Gillett, after a few days' survey of the situation, and becoming assured that all requisite and proper authority and prerogatives, including the selection of all subordinate officers, would be accorded him, and that he should be the sole head of the institution and the sole organ of communication between the Board and the subordinate departments, signified his willingness to accept the position of principal. Some of his friends thought it a rash thing for a beardless youth to do, but accounted for it upon the principle that "fools rush in where angels fear to tread." Mr. Gillett (derisively styled "that boy that's come to run the deaf and dumb") at once (April 26, 1856) entered upon the duties of the principalship of the institution. Of the one hundred and seven pupils that had been present in the fall only twenty-two remained. The matron and all but two of the teachers had left the institution, feeling, as one of the local papers said in announcing Mr. Gillett's coming, that "acceptance under such circumstances was proof positive of incompetence and untrustworthiness." To bring together and organize a new corps of officers and restore confidence in former pupils and their parents, and overcome prejudice, was the difficult task to be done as soon as possible. Guilty of the "atrocious crime of being a young man," with a face innocent of down, he not unfrequently experienced amusing episodes as well as trying and vexatious unreasonableness. Time, however, rapidly healed the misfortune of youth, as Mr. Gillett promised it should if only a due amount of patience was shown him. The Board of Directors, in the eighth biennial report, December 26, 1856, eight months after Mr. Gillett's advent, in announcing the change of Principals, say: "The Board of Directors now have the pleasure to announce that they have been enabled to procure the services of Mr. Philip G. Gillett, of Indiana, as superintendent, and that the school opened this session with, and has now a larger number of pupils than at any previous session, the number being one hundred and nine. The Board of Directors deem themselves fortunate in having procured the services of Mr. Gillett. He is a gentleman of strong and vigorous mind, an accomplished scholar and experienced in teaching the sign language; indeed, he has made this his occupation for life, and

with him it is as much a labor of love as duty. Mr. Gillett comes to us highly recommended from the Indiana school and from distinguished citizens of our neighboring State, and we are well satisfied that the people of Illinois will be content with the action of the Board in calling Mr. Gillett to the head of the institution." Twenty years later, in 1876, in preparing their report for the centennial year, the Illinois State Board of Public Charities review the history of all the State institutions then in existence, and in their review of this institution, say: "With the advent of Mr. Philip G. Gillett to the superintendency, in 1856, the institution entered upon a new career of vigorous youth and expansion. His energetic spirit has driven the school, the public and even the Legislature before him. When this has been impossible, he has sometimes gone in advance himself and waited for the rest to come up."

Three serious problems presented themselves to the new principal immediately upon assuming the responsibilities of his office. The first was to secure the return of the absent pupils and to gain the confidence of their parents and friends; the second to bring together and organize a corps of officers; and third to hasten the completion and proper furnishing of uncompleted buildings. No parents are more chary of entrusting their children to strangers than the parents of deaf-mutes. This is reasonable, for the deaf child's every want has been the subject of parental solicitude in every hour of its life. Unable to make known its wants by ordinary methods, their anticipation has become the parental habit, and its limited gestures always appealing most touchingly to the sympathy of members of the family, are understood by them only. It is extremely hard for the parents to believe that another can or will do this better than themselves. The ordeal of committing a deaf child to strangers is one of the most trying that ever comes to a parent. After witnessing it continuously for forty years, and having been one of the parties in more than two thousand cases, it still remains to me an affecting scene. While of necessity it possesses an element of business, yet its element of sentiment is as decided as at first. Personal visits in the homes of the pupils were the means chiefly relied upon and found most effective in inducing the return of pupils to the institution at the beginning of the next term, which opened with a larger attendance of pupils than any previous term.

Experienced teachers and a matron were secured in other states, some former teachers were continued or re-engaged and

a new one was taken under training in time to be of some avail when needed. Up to this time the profession of instructing the deaf and dumb had been practiced only by men, and solely by hearing and speaking men who were college graduates or by deaf men who were graduates from institutions for the deaf and dumb. No women to this time had been regularly appointed anywhere upon the corps of instruction, though there were a very few instances in which females who were born or reared in institutions had been for a time engaged to supply vacancies, but this had been regarded as unprofessional, irregular and not to be approved. Necessity sometimes drives us to the adoption of most excellent expedients, as was the case of the women alluded to. There are no other persons who so well know the deaf and dumb, and so fully enter into sympathy with them, and so clearly understand their inner life, as those who have been born and reared among them. In entering upon the work of instructing the deaf they have advantages at the outset that one differently reared can acquire only by long years of association with them. Indeed, it may be questioned if any others even as fully, accurately, and justly understand the deaf and dumb as they. Consequently it would seem as almost an imperative duty for such persons to devote their lives to the work of deaf-mute instruction.

Mr. Gillett having seen some of these sporadic cases of women temporarily engaged in instructing deaf-mutes, and believing that as teachers of children none are superior to women, in organizing a corps of instructors appointed a woman upon it as a regular and permanent teacher. This has been followed by similar appointments in this and all the other institutions of America, until now more than two-thirds of the teachers of deaf-mutes in America are women. It is urged by eminent authority that in this the profession has deteriorated, but no one has yet shown that the work accomplished in the school-rooms of the institutions for the deaf and dumb is at all inferior to that of forty years ago. It is believed to be better. In selecting women for instructors the same governing principles were recognized as in selecting men, that they should have a college education or its equivalent. On this subject, in his first report to the Board of Directors, the principal insisted. In the organization of an institution nothing is of greater importance than



EAST END OF SHOE SHOP.



to secure persons of superior attainments to fill the offices of the intellectual and its cognate departments, and to make their situations permanent. "No person is qualified for a situation in a deaf-mute institution who could not succeed in any profession, especially one which depended mainly on public speaking; nor will the ordinary duties admit of taking men worn out in other professions; nowhere does a drone succeed more poorly than teaching the deaf and dumb. For teachers we must look to young, enterprising persons in the prime of life: and, as a general rule, the employment of young, active officers is desirable in all departments. If we expect persons in the prime of life, with the world opening before them its long vista of hopes and anticipations, it must be perfectly evident that a remuneration corresponding with the emoluments of other professions must be afforded, otherwise we shall be unable to procure and retain men of the right stamp; a result which would be extremely detrimental to the literary character of the institution and of but slight advantage as regards its finances." These have been the ruling principles in the selection of officers to the present time. No influence has ever been allowed to contravene them. In consequence its corps has always maintained a high standard of efficiency and honor. This is well attested by the fact that from its corps, ten have been called to superintend similar institutions in other States; two have been called to college professorships, and one to the acting presidency of an important college. To obtain capable, experienced officers has been no slight difficulty. Applications for situations have been numerous, but from individuals who had no knowledge of the labors they were seeking to enter upon. Young men who would not trust their skill to cut a side of leather to make a pair of shoes, and young women who would not trust themselves to cut a piece of silk to make for themselves a dress lest there might be waste of material, have often thought it a very proper thing that they be entrusted with twenty plastic minds to practice on, in order to acquire skill in the intricate and difficult work of instructing the deaf and dumb. If the blunders and mistakes entailed loss only on themselves they might be tolerated for a time, but unfortunately upon the deaf-mute pupils are visited the evil consequences of inexperience in the teachers.

In securing competent persons for its official corps this institu-

tion has, at various times, drawn from those of eleven other States. The only question that has ever been discussed with reference to proposed appointments has been capability and fitness. Party affiliations and sectarian predilections have never been considered in this connection. That practice that of late years has debased some institutions for the deaf and dumb in other States to party boodleism has never invaded the Illinois Institution.

The subject that engaged much solicitude at the reorganization of the institution was the condition of the buildings. The members of the first Board of Directors were men eminent and successful in their own callings, and of great prominence in the State, but they are a striking instance of how important it is for any enterprise to be directed by a mind that understands what he has in hand and how to accomplish the work in contemplation. The first building erected, in three years after its occupancy, was proved inadequate, which the directors explain in their fifth report, saying: "The original building was put up before any one had been employed who was familiar with the wants of such an institution." Some remodeling was done on this in connection with the construction of a main edifice, which was completed in the year 1852. But in two years this latter was found to be insecure, and in the year 1854 its front was torn down to be rebuilt in connection with the erection of a north wing. At the time of the reorganization these buildings were incomplete, being unplastered and only partially floored. The plans for warming and lighting them contemplated ordinary wood stoves and lard oil lamps. This subject was accordingly urged upon the Board and the Legislature with the result that the appropriations were made to adopt steam heating and gas lighting.

In the first report he prepared, Mr. Gillett called the attention of the Legislature to the subject of the education of feeble-minded children. The processes of education practiced in this institution being the most elementary of any practiced in the State, such children were often brought here under the misapprehension that as they were speechless that they must be deaf. A mistake common even yet, a frequent concomitant of mental imbecility being absence of speech when the hearing faculty is perfect. At that time there was a general disbelief in the practicability of teaching the feeble-minded, though in the Eastern States a few institutions for this class were advocated by the most cautious and conservative citizens

as a wise measure of political economy, as well as a public duty. In this report (the eighth) Mr. Gillett stated: "It will certainly be a proud day for Illinois when she can boast of institutions whose blessings, like the rains and dews, the air and sunshine, are festooned alike upon all her unfortunates." This subject was presented from time to time till the Legislature, in 1865, was induced to make an appropriation for an experimental school for feeble-minded children, which was conducted by the trustees and principal of the Institution for the Deaf and Dumb until it was established upon the same independent basis as the other State institutions. It is with no little pleasure that that institution, in a sense the child of this, is seen to occupy a most honorable position among those of a similar nature throughout the world.

Soon after steam heating was adopted as a means of warming the institution, a scarcity of water was experienced. Previous to this, wells and cisterns had been found adequate, but under the new system so much more water was required that they utterly failed to meet the requirements. Resort was had to hauling water from other sources, but this was expensive and laborious, and obliged the limited use of an element that should be used freely. An expedient was adopted of throwing out wing ditches on the north side of College Hill, to catch the storm water and conduct it to a reservoir on a piece of low ground on the institution premises, but this failed to meet the expectations that had been entertained. The subject became more serious until it threatened the life of the institution. In the early winter of 1870 the Board of Directors decided to construct a water-works plant on a stream known as "The Brook," a mile south of the institution, and pump the water therefrom to the reservoir they had already built. It would have been wiser had they abandoned that reservoir and constructed a new one on the high ground over which the water was pumped from the brook. This plan would have ever after placed the water in the building by gravity and saved the perpetual labor of pumping it. This was appreciated at the time, but, having as a dernier resort assumed the authority of constructing the water-works, the Board of Trustees, influenced by a desire to make the smallest possible outlay, continued the use of the old reservoir. The water-works were not finished until midwinter, the pipe being laid in trenches, dug through hard, frozen ground, much of the way the frost being driven out of the ground by fires along the line where it was pro-

posed to lay the pipes and the foundation for the pump and boiler house. This proved successful and had the effect not only to relieve the institution from its distress but demonstrated to the public the practicability of securing a supply of water for the city of Jacksonville upon the same general plan. But a few years later the city constructed a system of water-works for its own use, from which the institution has since secured its supply of water, favorable terms having been offered upon which this service would be rendered. Only one who has passed through the experience of managing, with a limited supply of water, a large establishment, when the warmth, cleanliness, health and daily routine of work and study of a multitude of persons is involved, can fully appreciate the situation of one so circumstanced. The spectres that rise before one in this condition are truly appalling.

The satisfactory settlement of the water question opened the way for the rapid growth and enlargement of the institution, which was at that time greatly needed, as an epidemic of cerebro-spinal-meningitis largely increased the number of deaf children in the state.

The south wing, that had been completed in 1846 and remodeled in 1850, was deemed unsafe and was, in 1871, rebuilt in a substantial manner, and in style corresponding with the north wing and main building, as rebuilt in 1855 and 1856. Two years later a dining hall, one hundred by sixty-seven feet, and a hospital of sixteen rooms were erected. These were followed by the erection, in 1874 and 1875, of the school and chapel building, containing twenty-eight school-rooms and an auditorium capable of seating a company of twelve hundred persons. This building has been pronounced by competent judges one of the best school-houses in the country. Of the dining-hall it is an almost universal remark that it is one of the most satisfactory and pleasing anywhere to be found.

In 1877 the present industrial building, with ample room for schools of printing, cabinet-making (with use of planing mill, circular and scroll saw, with lathes for wood-turning), shoemaking, and a machine shop and gardener's room and engine and other steam machinery, was erected. During the year 1879 a large and well-equipped laundry was built.

In the year 1881 spacious horse-barns, and a cottage for boys, a store, bakery and library were constructed and occupied. In



DINING HALL—TABLES SPREAD FOR FIVE HUNDRED AND TWENTY-FIVE PERSONS.



1883 a large dairy barn was built, and in 1884 a splendid kitchen and a cold storage plant were erected; in 1886 a gymnasium, natatorium and drill hall and a cottage for little girls were built; in 1888 and 1889 the electric light plant was extended through the entire institution, extensive street improvements were made and the grounds improved and extended; in 1891 a farm was purchased for the use of the institution, and the heating plant enlarged.

Thus it is seen that the institution has been from its founding in 1839 an almost constant scene of building and extension. The improvements since the year 1855 have all been of a substantial and durable character, designed in the light of experience for the uses to which they were to be applied. Elaborate ornamentation has been avoided in all of them, yet all are handsome and tasteful. The buildings comprise twenty in number and occupy fifteen acres of ground. They have a mile and a half of cornice, eighteen acres of plastering, eight acres of flooring, fifteen hundred windows and seven hundred doors. A thousand electric light lamps are used for their lighting; seven large steam boilers, with several miles of steam pipe, are a part of their heating apparatus. The boilers are also used in culinary operations and furnish power for driving the machinery, which consists of a planing-mill, three turning lathes, a circular saw and a scroll saw in the cabinet shop; an engine lathe, a pipe machine and a small lathe in the machine shop; three presses in the printing office; five washing machines, a hydro extractor, a laundry callender, a shirt ironer and a Sturtevant blower in the laundry; a rotary oven and two cracker machines in the bakery.

Until the year 1868 the sign system was the one pursued in this institution in the instruction of its pupils. That is to say, not that signs themselves were taught, but that in explanation of principles and truths, or the narration of events, and in ordinary conversation with the pupils the language of signs or gestures was used extensively and its use encouraged. At the same time it had always been the case that much use was made of writing and finger spelling, while comparatively little attention was given to articulation and lip signs. For be it remembered that for a deaf person there can be no articulation though there is articulation by him. Articulation or speech is a combination of sounds. It is as absurd to speak of seeing a sound or reading speech, as of hearing a color. The deaf person can produce the sounds but can not hear them.

To him they are as unreal as if they did not exist. Hence he is forced to substitute vision for hearing. A sign is a distinctive guiding indication to the eye, whether made by the hand, the arms, the body, the countenance or the lips. A spoken word is a distinctive guiding indication to the ear. That which is sometimes termed speech-reading is but the observation of lip movements or lip signs much less distinct than manual or brachial signs. As one who understands several languages will use the one which pleases and aids him most, so the deaf person will use such class of signs as is most satisfactory to him. Signs made with the hands and arms, aided by the countenance, being more perspicuous, and often ideographic, the deaf person, if left to himself, will almost universally adopt. Hence it is that children who lose hearing after speech has been acquired cease to talk and will not resume it until special efforts are taken to induce them to do so. To impart speech to one who does not hear, or for such an one to acquire speech, is one of the most difficult undertakings to which a human being can address himself, for he possesses only half of the organ of speech since the organ of hearing is as important an element in speech as the organ of voice. There is no speech of any race of men independent of the sense of hearing.

In that large class of persons commonly known in the community as deaf-mutes, there are several divisions, whose conditions are quite unlike: 1st, those whose deafness is congenital, or supervened before speech had been learned; 2d, those whose deafness was acquired after they had learned to talk but at so early an age that their memory of speech is indistinct; 3d, those who became deaf so late that they retain a distinct recollection of speech; 4th, those whose deafness is only partial. The third and fourth of these divisions can, with comparative ease, use vocal utterance, though the fourth experience much less difficulty in reading the lip-signs of others. Many of the second and a few of the first division can learn to speak, though all of the first and second divisions experience difficulty in reading the lip-signs of others. Just which members of these classes will be successful articulators and lip-readers no one can know until an opportunity is given all of them to test their ability. In the year 1868 classes in articulation and lip-reading were organized in this institution, and have been continued to the present time. The practice of the institution is to test all pupils who are admitted, to learn who give promise of success in

these classes, and continue such in them during their continuance in the institution. Some meet with very gratifying success while others but poorly repay the great labor involved in their instruction. Many enter upon it with avidity which some maintain to the end, but others, after a time, importune to be excused from articulation classes, urging that it is a lifeless, uninteresting procedure to them. The testimony of many of their friends as to its value to them when away from the institution is very encouraging, but some parents think it labor in vain and request its discontinuance with their children. In the estimation of the public generally it is regarded as marvelous, and calls to mind the time of the Savior of mankind to whom

“The blind, the deaf, the dumb were brought
Lepers and lame, and all were healed.”

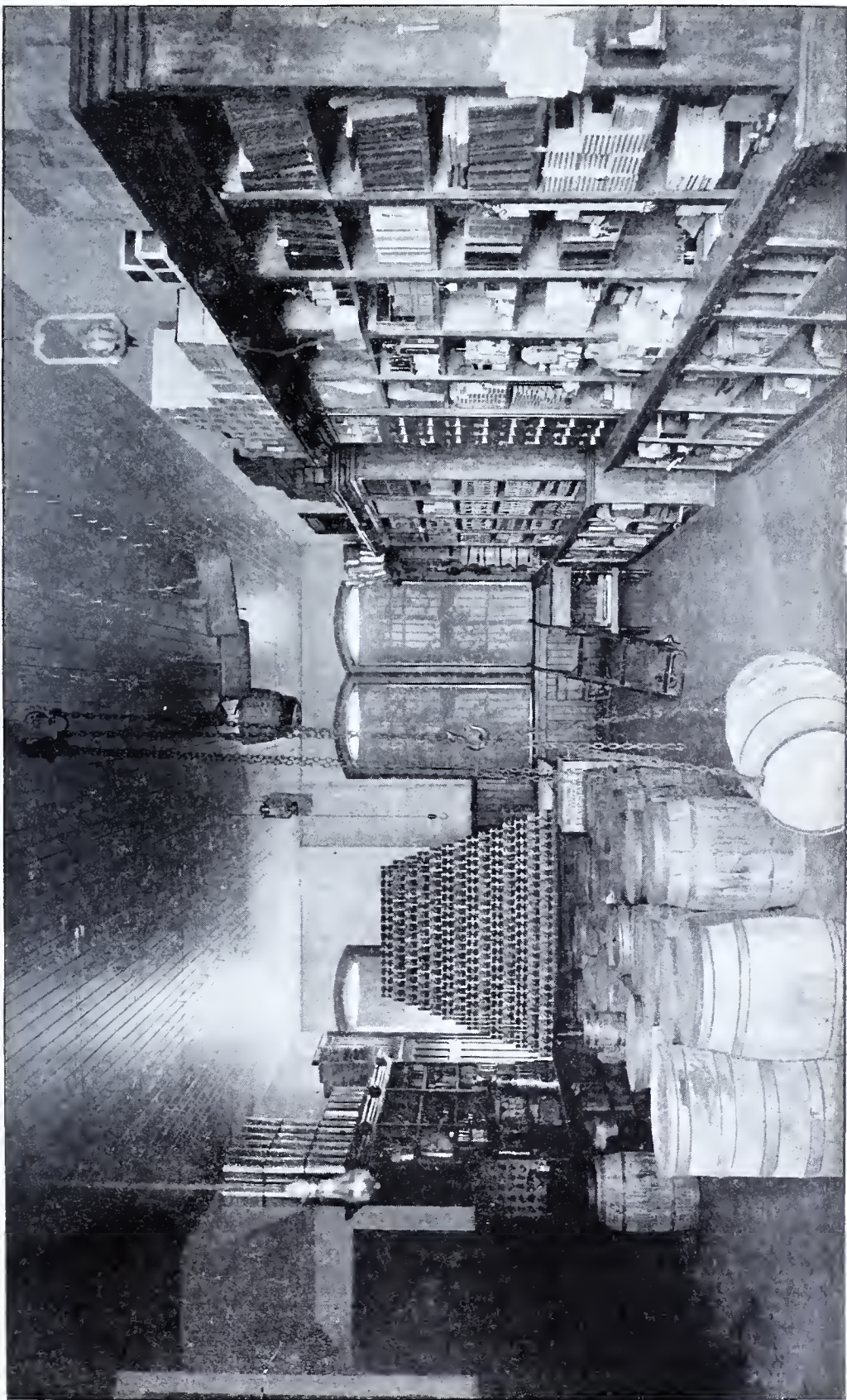
This department of the institution has been continuously extended until there are now eight instructors whose sole duty is to teach articulation and lip-reading.

As this was the first of the State institutions of Illinois, which have become so numerous, and whose support involves so large an expenditure in recent years, comprising more than half the annual expenditures provided for by the General Assembly, it will not be a matter of surprise that there have been a number of changes in the law governing its support and management. The act of incorporation approved February 23, 1839, empowered the directors, twenty in number, to fill all vacancies in their own body, whether occurring by death, resignation or otherwise. The Board exercised this prerogative until the year 1849, when by an act approved February 3d, the number of directors was reduced to twelve, to be appointed by the Governor for the term of two years, exclusive of the principal, who was to continue as a director, with the provision that vacancies occurring between the biennial appointments made by the Governor should be filled by the Board of Directors themselves. Under these two acts always a majority and much of the time all the directors were residents of Morgan county. An act of February 12, 1853, provided that the directors should be divided into three classes of four, each holding office for six years, exclusive of the principal, who was continued *ex officio* a member of the Board, it being enacted that a majority of the members of the Board should reside without the county of Morgan. February 13, 1857, following the dissensions already referred to, the General Assembly reduced the

number of directors to six, exclusive of the principal, who was continued ex officio a member of the Board, no two of whom should be residents of the same county, with a provision that no member of the Board should be employed or appointed in or to any office or place under the authority of the Board, or should be directly or indirectly interested in any contract to be made by said Board for any purpose whatever.

This law continued in force till April 9, 1869, when this institution, with all the others belonging to or sustained in whole or in part by the State, were brought under the operation of one act intended to unify the institutional work of the State government. This last act and one supplemental to it, approved April 15, 1875, still in force, are founded in wisdom. The population and resources and improvements of the State of Illinois for three decades had been growing with unexampled rapidity. Along with this growth was a large increase of those classes of people found in all times and races, who by some physical or mental impairment require unusual means of instruction, treatment or care. The humane and enlightened influences of the people of the State kept pace with the necessities of the times. The consequence was that the little Asylum for the Deaf and Dumb, chartered in 1839 and opened in 1846 with four deaf-mutes, had been followed by others, one at a time, until at the end of thirty years after the first legislative action they numbered thirteen, and their inmates were counted by the thousand with the outlook indicating that an increase of institutions and a large increase of their inmates were inevitable in the not remote future. Each of the institutions existed by virtue of enactments peculiar to itself, no two of them being very similar, and their management as dissimilar as the laws bringing them into existence; of course there would inevitably be confusion if not conflict of interest from so many institutions in various localities throughout the State. It would not be considered at all strange if under such circumstances the managers of the institutions felt themselves invited to the exercise of such adroit expedients as they deemed not improper for advancement of their several institutions. The systems of keeping accounts were so diverse that the citizen desiring to ascertain correct information as to the use of public funds appropriated to the various institutions could do so only with difficulty.

The Acts of 1869 and 1875 embodied as much practical wisdom as any that can be found in any one of the United States; it has not,



SUPPLY DEPARTMENT.



in this respect, been surpassed by the act of any other state since its enactment, while it has been copied by many. Their adjustment of prerogatives and responsibilities between the boards of the respective institutions, and a board having powers of inspection, suggestion and recommendation, but no administrative power, styled the Board of Charities assures to the respective institutions all the advantages of the interest of its own board, and secures for it the advantage of frequent intelligent inspection, and regular times of accounting for all expenditures. There is nothing more important for a public officer than the performance of this service often, regularly and systematically. It is the popular impression that the public interest demands this, but the officer himself is as much interested therein as the public. Another eminently wise provision of this law is the one that members of the local boards and the Board of Charities shall serve without compensation, the result of this being that the trusteeships are not sought after for mercenary reasons, and honorable high-minded men, actuated by a desire to advance noble, humane and educational enterprises, are chosen for members of all the boards. There can always be found such men in a community such as constitutes the population of Illinois. The character and wisdom of the members of these boards for the last twenty-three years is aptly illustrated by their reports. No more reliable, just and true compendium of the relations of the defective classes to the public and the obligations of the public to them can anywhere be found than is contained in the eleven biennial reports of the Illinois Board of Public Charities. Their discussions and conclusions will be dissented from by different persons, and especially experts in various departments of institutional work, but these reports will surely stand as acknowledged authority upon the subjects they treat upon, and an honor to the members of that Board and their able Secretary, Mr. F. H. Wines, who has prepared them.

That the system of institutional management tends to induce if not to cause controversy on projected improvements and methods can not be denied, but controversy, when conducted by earnest, sincere and capable disputants, can only result in good. The proper, eager interest of one whose life-thought and work has been given to a particular enterprise may preclude him from duly recognizing the just claims of others, and his schemes for future development may, for this reason, all the more fittingly be carefully scrutinized by

wise and discriminating persons who sustain advisory relations to many others. That there have been sharp differences between the officers of this institution and the Board of Charities upon the wisdom of proposed policies, and animated discussions upon them is true, but, as should always be the case with high-minded men after the questions at issue were settled and the "smoke of the contest had cleared away," no personal animosities remained, and the general good had been advanced. All the operations of both the boards have been conducted with a view upon the part of each to do the best possible. The pleasant working of this system, so far as this institution is concerned, has been largely due to the fact that the members of both boards were men of honor, entirely above influence of partisan or personal considerations. Only men of such character are suitable for such trusts. The State of Illinois may be congratulated that its executives have so wisely exercised their appointive power.

The subject of a library for the use of the pupils and the officers of the institution received no attention worth naming in the first years of its existence. Some regard was had to it in the second decade of the institution, but it was not until the year 1870 that the subject was systematically and energetically taken in hand. At every session of the General Assembly since that, the subject has been presented, with an application for a small appropriation to be used in this way. It is a pleasure to say that this has met with the most ready and hearty approval of every session of that honorable body. An annual appropriation of five hundred dollars, for the purchase of books and repairs of the old and worn ones, has been made. A judicious use of the money, with the trade discounts, has brought together a collection of over thirteen thousand volumes, which are among the best productions of ancient and modern times. The greatest care has been exercised in the selection of these books to secure the works of the best authors. The departments of history, poetry, fiction, travel, science, biography and art, with the best encyclopedias and other books of reference are each quite full. Nothing tends more to give an institution a good uplift than a good library. Its influence is not ephemeral but far reaching, affecting the taste and habits of the pupils to the remotest periods of their lives, keeping them upon a higher plane than they would, without it, ever have attained. The love of good books is one of the most

enobling traits that any one can possess, but to a deaf person it is of far greater importance than to any other person.

Since the commencement of the school there have been two thousand, three hundred and eleven pupils enrolled, of whom one thousand, three hundred and seventeen are males, and nine hundred and ninety-four are females. They were members of two thousand and sixty-one families. In one family there were six deaf-mutes. In seven families there were four deaf-mutes. In fifty-four families there were three deaf-mutes. In one hundred and fifteen families there were two deaf-mutes. In one thousand, eight hundred and twenty-nine families there was one deaf-mute.

Though there are, doubtless, some of whom the fact has not been learned, yet one hundred and ten of the pupils enrolled have been reported as the offspring of parents of consanguineous origin as follows:

- 79 children of first cousins.
- 12 children of second cousins.
- 11 children of third cousins.
- 8 children of fourth cousins.
- 1 the grandchild of first cousins.
- 1 the child of uncle and niece.

It is worthy of note that in families where the parents were first cousins in one case there were four deaf-mutes: in three cases there were three deaf-mutes; in seven cases there were two deaf-mutes. In families where the parents were second cousins in one case there were three deaf-mutes; and in one there were two deaf-mutes. In families where the parents were third cousins in one case there were three deaf-mutes, and in two there were two deaf-mutes. In families where the parents were fourth cousins in one case there were four deaf-mutes, and in one case there were three deaf-mutes.

The deaf-mute relationships reported among the 2,255 pupils enrolled (though there are probably others) are as follows:

CASES.		CASES.	
Father and mother.....	8	Two brothers, one sister, two uncles and four aunts.....	3
Father, mother and brother	2	One brother, one sister and cousin.....	3
Father, mother and two grandparents.....	1	One brother, one sister and second cousin..	2
Father, mother and two brothers, two uncles and two aunts.....	1	Two brothers and two cousins.....	1
Father, mother, brother, sister, two uncles and two aunts.....	2	One half-brother and one sister.....	1
Father, mother, uncle and two grandparents	1	One brother and one niece.....	1
Father, mother, aunt and half-uncle.....	1	One brother, one great-uncle and one great-aunt.....	1
Father, grandfather and uncle.....	1	One brother and one fourth cousin.....	3
Father and brother.....	1	One brother and one great-uncle.....	1
Father and sister.....	1	One sister.....	92
Father, uncle and aunt.....	1	Two sisters.....	24
Mother.....	1	Three sisters.....	2
One brother.....	101	One sister and one cousin.....	1
Two brothers.....	30	One sister and one second cousin.....	3
Three brothers.....	3	One sister and one third cousin.....	2
Two brothers and sister.....	9	One sister and one fourth cousin.....	1
One brother and one sister.....	52	One sister and two second cousins.....	1
One brother and two sisters.....	8	Two sisters and two second cousins.....	2
One brother and half-sister.....	3	Two sisters and two great-grandparents...	1
Two brothers and one sister.....	1	One sister and one great-uncle.....	1
Three brothers and two sisters.....	1	One sister, one great-uncle and one great-aunt.....	1
One half-brother.....	3	One cousin.....	57
Three brothers and sister.....	3	Three cousins.....	6
Four brothers and one sister.....	2	Five cousins.....	1
One half-brother and half-sister.....	1	One second cousin.....	15
One half-brother and sister.....	1	Two second cousins.....	8
Brother, sister and two grandparents.....	2	Four second cousins.....	2
Brother, sister and uncle.....	2	One third cousin.....	7
Brother, uncle and aunt.....	1	Two third cousins.....	2
One brother and one great-uncle.....	3	One fourth cousin.....	2
One brother, two sisters and one second cousin.....	1	One cousin and three second cousins.....	1
Two brothers and one uncle.....	1	One second cousin and one third cousin.....	1
Two brothers and third cousin.....	3	Three second cousins.....	1
One brother and three third cousins.....	2	Two fourth cousins.....	1
One brother and one second cousin.....	1	One uncle.....	1
One brother and two cousins.....	2	One uncle and one great-uncle.....	1
One brother and three cousins.....	2	One uncle and two aunts.....	1
Two brothers and one cousin.....	1	One uncle and one niece.....	1
Two brothers and three cousins.....	2	Two uncles and one aunt.....	1
One brother, one sister and three cousins...	2	One great-uncle.....	1
One brother and one cousin.....	1	Two great-granduncles.....	1
One brother and two second cousins.....	1	One niece.....	1
One brother, one sister, one uncle and two aunts.....	5	Two nephews and one niece.....	1
One brother, two sisters, one uncle and two aunts.....	3	One aunt.....	2
		Two great-aunts.....	1
		One niece.....	1



DAIRY BARN, HORSE BARN AND CARRIAGE HOUSE.]

The assigned causes of deafness supervening after birth have been reported by friends, usually the parents, to be as follows:

Cerebro-spinal meningitis.....	347	Small-pox	2
Scarlet fever.....	159	Cold water.....	1
Brain fever.....	114	Stroke on the head.....	1
Sickness (not specified).....	93	Hemorrhage.....	1
Fever.....	60	Pernicious fever.....	1
Gathering in head.....	55	Heat.....	1
Typhoid fever	58	Sprain.....	1
Measles.....	57	Chicken-pox.....	1
Cold.....	33	Bronchitis.....	1
Fall.....	31	Typhus fever.....	1
Inflammation of the brain.....	28	Bronchial affection.....	1
Whooping cough.....	24	Shingles	1
Spasms.....	21	Worm fever.....	1
Catarrh.....	20	Clap of thunder.....	1
Diphtheria.....	16	Water on brain.....	1
Quinine.....	17	Collection in ear.....	1
Congestion of the brain.....	13	Kidney disease.....	1
Dropsy of the brain.....	11	Congestive fever... ..	1
Lung fever.....	10	Jaundice	1
Serofula	10	Cancer	1
Inflammation of the ear.....	10	Absence of external ear and aural orifice...	1
Bilious fever.....	9	Perforation of tympanum.....	1
Mumps.....	8	Lye.....	1
Winter fever	8	Cold plague.....	1
Teething	7	Scald.....	1
Nervous fever	6	Ague	1
Spinal fever	5	Apoplexy	1
Disease of the ear	5	Drinking lye.....	1
Congestive chill	6	Swelling in head.....	1
Paralysis.....	4	Fall on stove.....	1
Catarrhal fever	5	Scald head.....	1
Disease of the ear	4	Burn.....	1
Pneumonia	4	Chill.....	1
Cholera infantum	4	Pneumonitis.....	1
Fright	5	Rickets.....	1
Sore mouth	4	Cholera.....	1
Erysipelas	4	Shock of lightning.....	1
Intermittent fever	4	Weakness.....	1
Fall into water	4	Cramp.....	1
Remitting fever	2	Influenza.....	1
Congestion of the spine	2	Salt in ear.....	1
Sunstroke	2	Concussion of the brain.....	1
Malarial fever	2	Vomiting.....	1
Cramps	2	Inflammation of bowels.....	1
Seasickness	2	Cough.....	1

A cause inducing congenital deafness which does not appear on the foregoing list is one upon which, from its peculiar nature, it is exceedingly difficult to obtain information. Reference is here made to prenatal impressions, popularly known as birthmarks. As opportunity has favored, inquiries have been made of parents with reference to this, causing the persuasion that it is an active cause, and may account for many cases of deafness otherwise inexplicable.

The ages at which deafness has occurred, as far as information has been furnished, have been as follows:

CASES.		CASES.	
Congenital.....	602	At nine years.....	11
Under one year.....	302	At ten years.....	16
At one year.....	219	At eleven years.....	14
At two years.....	226	At twelve years.....	4
At three years.....	131	At thirteen years.....	11
At four years.....	86	At fourteen years.....	11
At five years.....	63	At fifteen years.....	1
At six years.....	35	At sixteen years.....	1
At seven years.....	39	At seventeen years.....	1
At eight years.....	19	At twenty years.....	1

The reports received of pupils who have passed through the institution and are engaged in the battle of life are of a very gratifying nature. They are in a great variety of occupations, including the clergy, teachers, artists, farmers, book-keepers, mercantile and all the mechanic arts. Thirty-three of them are known to have been engaged as teachers in schools for the deaf. An extended account of their successes and difficulties might be written, but present limits will not admit. Their position in society is such that they enjoy the universal respect and esteem of the community wherein they reside. As heads of families many of them are rearing excellent and well-ordered households, bringing their children up to a condition of usefulness and respectability that is quite equal, if it does not surpass that of the average in society at large. Their intermarriage has been promotive of their happiness and comfort, and has not tended to the multiplication of deaf-mutes, as may be seen by a careful study of the preceding table of pupils.

The institution is an honor to the State of Illinois, and has repaid manifold all that has been expended in its upbuilding and support.



ILLINOIS STATE BUILDING—WORLD'S COLUMBIAN EXPOSITION.